

Holmes District School Board

Ponce De Leon High School



2023-24

Schoolwide Improvement Plan (SIP)

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Ponce De Leon High School

1477 AMMONS RD, Ponce De Leon, FL 32455

<http://pdlhs.hdsb.org/>

School Board Approval

This plan was approved by the Holmes County School Board on 9/11/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

I. School Information

School Mission and Vision

Provide the school's mission statement.

With a philosophy grounded in the firm belief that each student is a unique person of intrinsic worth, the Ponce de Leon High School staff has a clear mission: to support an educational program which accommodates individuality rather than uniformity. Building upon this basic belief that our students are individuals of diversified interests, aptitudes, talents and goals, we seek to offer a program which accepts each student for who they are, and offers them a diversified program of educational equity and reality-based relevance to the world beyond the classroom. Our mission requires that our teachers gain a greater knowledge of the student as an individual and use that knowledge to assist the student in developing the potential which is inherent in each. At Ponce de Leon High School we are working diligently to continue our mission.

Provide the school's vision statement.

The Ponce de Leon High School administration, faculty, and support staff visualize ALL of our students will be on grade level in ELA, Math, and each EOC by the end of the 2023-2024 school year. ALL students at Ponce de Leon High School will have access to highly qualified teachers, innovative resources, and individualized support to achieve academic and personal success which fosters positive community growth.

- We believe that ALL students are the central focus of our school.
- We believe that ALL students have unique needs and deserve equitable resources and opportunities.
- We believe that ALL students are positively impacted by continuous improvement which is derived from professional development, innovative resources, and collective partnerships with our stakeholders.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Locke, Anissa	Principal	As principal, Mrs. Locke will be responsible for making sure that SIP members, employees and students are collaborating to meet this year's goals in each focus area. She will also serve on the School Advisory Council.
Brooks, Penney	Assistant Principal	As the assistant principal, Mrs. Brooks will be responsible for the Parent Involvement goal. She will be using the school's social media accounts, the school website, School's remind app, and the school's Backboard Connect program, to increase parent involvement and invite parents to parent nights. Her role as assistant principal will also allow her to closely monitor student behavior and work with the MTSS team to make goals and plans for students who are in our early warning system.
Gilmore, Jenna	School Counselor	<ul style="list-style-type: none"> • Evaluating students' abilities and interests through aptitude assessments, interviews, and individual planning • Identifying issues that affect school performance, such as poor classroom attendance rates • Helping students understand and overcome social or behavioral problems through classroom guidance lessons and counseling • Counseling individuals and small groups on the basis of student and school needs • Working with students to develop skills, such as organizational and time management abilities and effective study habits • Helping students create a plan to achieve academic and career goals • Collaborating with teachers, administrators, and parents to help students succeed • Teaching students and school staff about specific topics, such as bullying, drug abuse, and planning for college or careers after graduation • Maintaining records as required • Reporting possible cases of neglect or abuse and referring students and parents to resources outside the school for additional support
Lee, Zach	Teacher, ESE	<ul style="list-style-type: none"> • Provides evidence of student learning to students, families, and staff. • Implements strategies supporting student, department, and school goals. • Uses student performance data as a guide for decision-making. • Accepts and demonstrates responsibility for creating a classroom culture that supports the learning of every student.

Name	Position Title	Job Duties and Responsibilities
Walton, Kendall	Teacher, K-12	<ul style="list-style-type: none"> • Aligns classroom instruction with department standards and approved curriculum. • Uses research-based instructional strategies that address the full range of cognitive levels. • Demonstrates flexibility and responsiveness in adjusting instruction to meet student needs. • Engages students in varied experiences that meet diverse needs and promote social, emotional, and academic growth. • Connects students’ prior knowledge, life experiences, and interests into the instructional process. <p>Mrs. Walton will serve as the School Improvement Chair. She will be responsible for helping Mr. Gillis with scheduling meetings, hosting the SAC team meetings, and will aid in data collection. As the 9-12 department representative, she will monitor and collect data from the department to ensure the reading and math goals are met.</p>
Gillis, Eric	Instructional Coach	<p>As the Instructional Coach, Mr. Gillis will monitor and collect data from each Professional Learning Community to ensure all members are collecting qualitative data. The collection of this data will determine if our reading and other core content area goals are being met or if we need to modify our evidenced-based strategies.</p>

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

At PDLHS our stakeholders play a vital role in the success of our school. Our stakeholders include students, teachers, administrative staff, parents, alumnus, and local business men/women all of whom share a common passion, student success and school improvement. Because our school helps shape the intelligence and problem-solving abilities of our students as well as their values and commitment to community and self, our stakeholders provide crucial input in many factors such as: improving instruction, facilities, and educating the students of Ponce de Leon High School. These key members take part in SAC meetings, climate surveys, developing a common vision for student success, reviewing school data and providing input in the SIP, promoting school outreach activities, securing additional funds, and various other school and/or community activities.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State’s academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

Monitoring our SIP will provide all school stakeholders with data and information needed to make decisions that align with the current interventions. We will be able to establish what is working and what we need to do differently if intended goals are not being met. Monitoring will help determine the progress of the implementation process. The effectiveness and impact of our plan will be monitored by collecting data from bi-weekly observations, walk-throughs, BOY, Mid-Year, and EOY assessments. This data will be utilized to identify student's needs, motivate teachers, evaluate decisions, and communicate with parents to ensure effective measures are in place to promote student success.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 6-12
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	7%
2022-23 Economically Disadvantaged (FRL) Rate	99%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* Hispanic Students (HSP)* White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: B 2019-20: C 2018-19: C 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	0	7	2	9	
One or more suspensions	0	0	0	0	0	0	3	7	10	20	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	1	1	2	
Course failure in Math	0	0	0	0	0	0	1	1	2	4	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	5	14	12	31	
Level 1 on statewide Math assessment	0	0	0	0	0	0	7	16	8	31	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	4	8	10	22	

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Students with two or more indicators	0	0	0	0	0	0	1	10	5	16	

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Retained Students: Current Year	0	0	0	0	0	0	1	1	2	4	
Students retained two or more times	0	0	0	0	0	0	1	3	2	6	

Prior Year (2022-23) As Initially Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	10	10	12	83	
One or more suspensions	0	0	0	0	0	0	0	10	15	67	
Course failure in ELA	0	0	0	0	0	0	1	1	0	4	
Course failure in Math	0	0	0	0	0	0	1	2	0	5	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	5	12	12	91	
Level 1 on statewide Math assessment	0	0	0	0	0	0	6	15	8	66	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Students with two or more indicators	0	0	0	0	0	0	4	11	11	67	

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	1	1	2	6

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	10	10	12	32
One or more suspensions	0	0	0	0	0	0	0	10	15	25
Course failure in ELA	0	0	0	0	0	0	1	1	0	2
Course failure in Math	0	0	0	0	0	0	1	2	0	3
Level 1 on statewide ELA assessment	0	0	0	0	0	0	5	12	12	29
Level 1 on statewide Math assessment	0	0	0	0	0	0	6	15	8	29
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	4	11	11	26

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	1	1	2	4

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	51	43	50	41	59	51	40		
ELA Learning Gains				51			37		
ELA Lowest 25th Percentile				48			27		
Math Achievement*	39	37	38	40	37	38	46		
Math Learning Gains				51			36		
Math Lowest 25th Percentile				40			26		
Science Achievement*	44	64	64	45	32	40	42		
Social Studies Achievement*	76	79	66	59	34	48	54		
Middle School Acceleration	57			65	46	44	38		
Graduation Rate	90	91	89	100	56	61	90		
College and Career Acceleration	57	53	65	63	68	67	67		
ELP Progress			45						

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	59
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	414
Total Components for the Federal Index	7
Percent Tested	99
Graduation Rate	90

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	55

2021-22 ESSA Federal Index	
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	603
Total Components for the Federal Index	11
Percent Tested	99
Graduation Rate	100

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	44			
ELL				
AMI				
ASN				
BLK				
HSP	35	Yes	2	
MUL				
PAC				
WHT	60			
FRL	59			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	40	Yes	3	
ELL				
AMI				
ASN				
BLK				
HSP	24	Yes	1	1

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
MUL				
PAC				
WHT	54			
FRL	51			

Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
All Students	51			39			44	76	57	90	57	
SWD	33			29			40	73			4	
ELL												
AMI												
ASN												
BLK												
HSP	40			30							2	
MUL												
PAC												
WHT	50			40			44	75	58	61	7	
FRL	45			34			44	73	64	61	7	

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
All Students	41	51	48	40	51	40	45	59	65	100	63	
SWD	24	51	48	31	52	42	29	44				
ELL												
AMI												
ASN												

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
BLK												
HSP	15	33		9	40							
MUL												
PAC												
WHT	43	52	48	41	50	34	47	59	63	100	61	
FRL	41	49	46	36	50	39	38	55	55	100	55	

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
All Students	40	37	27	46	36	26	42	54	38	90	67	
SWD	30	36	13	34	26		24	27				
ELL												
AMI												
ASN												
BLK												
HSP												
MUL												
PAC												
WHT	39	36	28	48	36	26	41	53	40	89	64	
FRL	34	36	27	41	30	9	39	50	55	87	62	

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

Grade	Year	ELA				
		School	District	School-District Comparison	State	School-State Comparison
10	2023 - Spring	45%	42%	3%	50%	-5%
07	2023 - Spring	55%	46%	9%	47%	8%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	46%	42%	4%	47%	-1%
09	2023 - Spring	39%	43%	-4%	48%	-9%
06	2023 - Spring	54%	44%	10%	47%	7%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	58%	48%	10%	54%	4%
07	2023 - Spring	50%	56%	-6%	48%	2%
08	2023 - Spring	48%	37%	11%	55%	-7%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	48%	43%	5%	44%	4%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	27%	32%	-5%	50%	-23%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	36%	45%	-9%	48%	-12%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	34%	47%	-13%	63%	-29%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	89%	69%	20%	66%	23%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	55%	62%	-7%	63%	-8%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Current performance of students with disabilities and Hispanic students remains below the expected average. These groups will need a strategies class to help provide various avenues for understanding skills as well opportunities to demonstrate their understanding of standards-based skills.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Students scoring a level I on ELA increased from 29% to 31%
 Students scoring a level I on Math increased from 29% to 31%
 Learning gains decreased for both our SWD and Hispanic students.
 Teachers need additional guidance in implementing the district purchased research-based programs that are designed to address student achievement gaps.
 Teacher and student familiarity with the new programs (Exact Path, Study Island, and Edmentum) was a contributing factor in the decrease of student performance.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Hispanic students scoring a level 3 or above equals 9.1%. The state average for Hispanic students scoring a level 3 or above equals 50.3%.
 The number of Hispanic students enrolled in our school as well as the number of ESOL certified teachers we have on staff is a potential factor.
 These students continue to need a strategies class to help them organize and better understand the curriculum.

Which data component showed the most improvement? What new actions did your school take in this area?

The increase in FAST ELA reading scores from the January to the May administration was due to the implementation of Edmentum and Study Island concepts based on student driven data.
 Teachers intentionally planned lessons to target areas showing low achievement. Additionally, students who scored a level one or a level 2 received remediation via intensive reading five times per week. This class focused on remediation in areas of weakness as revealed by ongoing progress monitoring.
 The LLT also took an in-depth look at the individuals within each cohort and made sure acceleration opportunities were available to eligible students.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Students scoring a level one on the end-of-year ELA assessment.
Students scoring a level one on the end-of-year math assessment.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

Learning gains for our ESE students in all subject areas
Learning gains for our Hispanic students in all subject areas
Improving the performance of all students in ELA and Math

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. ESSA Subgroup specifically relating to Students with Disabilities**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

To provide support to the demographic subgroups identified by the ESSA report as performing under 41% achievement.

Two of the four subgroup populations are currently performing under 41%:

SWD- 40%

Hispanics- 24%

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

The learning gains in ELA for our students with disabilities, will increase by at least 5% during this school year as targeted learning strategies instruction is provided in each grade level.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

All ESE inclusion students are given additional support in core content.

ESE Inclusion teachers are using FOCUS to monitor student progress through grades, missing assignments, and parent contacts.

Students scheduled into targeted learning strategies classroom for ELA and math support

SIMS strategies-Program that teaches students strategies such as "mapping". These strategies can be used in all subject areas.

Person responsible for monitoring outcome:

Anissa Locke (lockea@hdsb.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Explore relevant PD opportunities for Administrators and Teachers.

Math will utilize supplemental resources Study Island, Khan Academy

ELA will utilize supplemental resources: Study Island, Savvas, Exact Path, FAST and/or skill gap practice.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

These strategies provide academic support for students in Math and ELA courses.

These strategies provide academic support for core content areas through ESE inclusion model using targeted learning strategies to promote learning gains..

Student success will be monitored via EWS and program data (Edmentum, FSA Test Prep, Study Island, and Khan Academy)

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Get baseline data from Edmentum/Exact Path diagnostic tool.
2. Teachers will work with curriculum coordinator to organize data from achievement level identifiers in order to guide instruction.
3. Conference with students via curriculum coordinator, counselor, inclusion teacher, and administration at least quarterly.
4. Continue to seek out PD for teachers to strengthen instructional practice.
5. Continue to use progress monitoring tools to measure improvement toward standards mastery.
6. Combine data with EWS to identify students at risk.

Person Responsible: Penney Brooks (brooksp@hdsb.org)

By When: Within one week of completing the first FAST assessment. Continue to monitor progress on a bi-monthly basis.

#2. ESSA Subgroup specifically relating to Hispanic**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

To provide support to the demographic subgroups identified by the ESSA report as performing under 41% achievement.

Two of the four subgroup populations are currently performing under 41%:

SWD- 40%

Hispanic Students-24%

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Hispanic student achievement level will increase by at least 5%, in one year, as we implement targeted learning strategies instruction in each grade level.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Hispanic students will be given additional support in core content areas.

Intervention teachers will use FOCUS to monitor student progress through grades, missing assignments, and parent contacts.

Students will be scheduled into targeted learning strategies classroom for ELA and math support.

Person responsible for monitoring outcome:

Anissa Locke (lockea@hdsb.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

SIMS strategies-Program that teaches students strategies such as "mapping". These strategies can be used in all subject areas.

Intensive Remediation in ELA with Common Literature and Study Island for ELA, Math and Science Common Literature is an evidence based program that the teacher is provided lessons to teach as a whole group then uses additional lessons to teach small groups for reinforcement of new skills and remediation of skills that the student has not mastered.

Study Island assigns lessons for the student to work on independently and is based on the students' needs (adaptive) in each of the areas.

Extra support in ELA and Math as allowable

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

These strategies will help provide academic support for core content areas within Math and ELA courses.

Provide academic support for core content areas by using targeted learning strategies to promote learning gains.

Student progress will be monitored through EWS and program data (Edmentum, FSA Test Prep, Study Island).

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 4 - Demonstrates a Rationale

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Get baseline data from Edmentum/Exact Path diagnostic tool.
2. Teachers will organize data from achievement level indicators in order to guide instruction.
3. Conference with students via curriculum coordinator, counselor, inclusion teacher, and administration (when applicable).
4. Seek out PD for teachers to strengthen instructional practice
5. Use progress monitoring tools to measure improvement toward standards mastery.
6. Combine data with EWS to identify students at risk.

Person Responsible: Penney Brooks (brooksp@hdsb.org)

By When: Step 1: Within 3 days of completing all BOY assessments Steps 2-5 will be addressed at least quarterly

#3. Positive Culture and Environment specifically relating to Early Warning System

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Attendance

Research shows that attendance is an important factor in student achievement. When a student has poor attendance, this generally results in the student being denied the opportunity to learn as instruction progresses daily and the student is sometimes excluded from learning opportunities as a result of his/her absences.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

During the 2023-2024 school year, PDLHS will reduce the number of students with attendance below 90% by at least 20%. (Currently there are 17 students that fall in the below 90% attendance range).

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

The Data Clerk and Assistant Principal reviews teacher attendance records for accuracy daily. Teachers will be reminded by data clerk to record attendance through FOCUS when not completed by 8:00 am. At the end of each week, the assistant principal will run a truancy report and will proceed with action as directed by the district truancy liaison.

Person responsible for monitoring outcome:

Penney Brooks (brooksp@hdsb.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

PDLHS will follow all truancy guidelines set forth by HDSB and Holmes County Truancy Court, Judge Russell Roberts.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

During the 2022-2023 school year student attendance improved as a result of the district's diligent work (regarding attendance) with Judge Roberts and the Holmes County Court system.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 4 - Demonstrates a Rationale

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Teachers will report truant students

Assistant Principal will organize data based on weekly attendance.

Assistant Principal will contact parents/guardians to schedule a truancy meeting.

AP and school truancy liaison will meet weekly regarding attendance.

AP will submit students for truancy court if truancy continues after truancy plan implementation.

Person Responsible: Penney Brooks (brooksp@hdsb.org)

By When: Truancy will be monitored weekly and addressed in regard to progression of truancy.

#4. Instructional Practice specifically relating to Career & Technical Education**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

The number of students participating in and passing CTE exams will improve in all CTE areas.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

The number of students participating in and passing CTE exams will improve in all CTE areas will increase by at least 10% of the total number of students in each program.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

CTE instructors will provide instruction and opportunities for each student to take part in preparation and testing for the certifications in their area(s) of expertise.

Person responsible for monitoring outcome:

Anissa Locke (lockea@hdsb.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

CTE teachers will use district provided instructional resources to provide a range of instructional strategies and experiences, including personalized instruction, project-based learning, work-based learning, and participation in career and technical student organizations such as FFA, FCCLA, and FBLA.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Our CTE courses are designed to provide students with not only career and academic skills, but skills that are needed to be successful in today's workforce. These skills include but are not limited to: critical thinking, communication, teamwork, citizenship, integrity, and ethical leadership, and creativity.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 4 - Demonstrates a Rationale

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Principal and Assistant Principal will conduct biweekly observations in CTE classrooms to ensure curriculum is being taught and students are understanding the goals of their program(s).

Teachers will organize data from exams in order to guide instruction.

Teachers will meet with the curriculum coordinator at least once monthly to discuss progress and needs.

Principal and Assistant Principal will monitor student preparation for industry certifications quarterly.

Person Responsible: Anissa Locke (lockea@hdsb.org)

By When: Progression of industry certification preparation will be monitored quarterly.

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C)).

Our SAC identifies available resources and allocates funds based upon the needs of our students. Care is taken to ensure that no group is underserved and that opportunities are provided to benefit all students.

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))

List the school's webpage* where the SIP is made publicly available.

The SIP link will be posted on the school's webpage.

A hard copy of the SIP will be available in the front office

SAC members and school personnel will be given a hard copy

A summary of the contents of the SIP will be given to parents, students, families, and stakeholders.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Student reports will be sent to parents after each PM.

Midterm reports and Nine week report cards are provided for parents.

Parents, families, and stakeholders are invited to various school events.

Information regarding district activities, school activities, etc. is sent out via the district app.

FEP is posted on the school's webpage

Conferences are scheduled to address any parent concerns

Parents and family members are encouraged to attend SAC meetings, Title I meetings, any allowable activities

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

Students requiring reading interventions will be identified as early as possible and will be served by the remedial teacher or reading specialist as qualifications are met.

The curriculum coordinator is in regular communication with and works with classroom teachers.

The administrative team analyzes student performance data and monitors priority student progress.

The master schedule is built to minimize disruptions throughout the school day and to maximize optimal learning blocks of time.

Teachers provide differentiated instruction through use of media resources and hands-on learning opportunities.

Inclusion teachers collaborate with the classroom teachers to meet the needs of all learners in the regular classroom setting.

Middle school students who meet state requirements for math in grade 7 take Alg. I as an 8th grader. High students are provided with opportunities to dual enroll, take CTE courses, and earn industry certifications.

All students are invited to participate in clubs that promote networking and accelerated achievement.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

The school counselor arranges for students to participate in an off campus Career Day, along with CTE teachers, vocational and college contacts. During Career Day, students visit presenters (at stations) who share details about their job responsibilities and necessary education and training required to be successful in their occupation.

Information is provided about career paths and a connection is made to the real world. This event also creates partnerships with community organizations and businesses.

Local community partners work with the school counselor to provide backpacks filled with foods for families who are in need.

The district will provide an interpreter for conferences, IEP meetings, etc. if families are in need of the service and request one.

Students are provided with dental and vision screenings. Eye glasses are provided for those needing glasses and meeting the income requirements.

Mental health counselors schedule appointments with identified students.

Schools, through local funding, provide basic school supplies to students. The Holmes County Sheriff's Department also provides school supplies and backpacks to identified students. Faith-based partners provide school supplies.

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

School Counselor provides lessons to support the development of character traits.

School Counselor sees students and has standing appointments with certain students.

The administrative team works with district personnel to stay abreast of the latest advancements in school safety. These advancements are shared with school personnel.

MRT is included when needed to provide intervention for a student in crisis.

District and outside agencies (mental health counselors) schedule appointments with and provide services for identified students.

Positive Behavior Intervention and Support strategies are implemented schoolwide to assist students in the area of behavior. Positive behaviors are taught explicitly and recognized, providing reinforcement to

students.

Students needing additional behavioral support are identified based on discipline data. They check-in with an assigned mentor in the morning and check-out with that person or another staff member at the end of the day. Participating students are taught how to self-monitor their behavior. Safety drills are held on a regular basis. School Resource Officers are assigned to schools on a daily basis.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

School Counselor, Assigned Staff Person/Team arrange for students to participate in Career Days and/or career activities.

Senior students are provided an opportunity to participate in the school's "School-to-work" program. Agriculture students gain real work skills by running the school farm, growing vegetables and raising game to be harvested at the end of the school year for the FFA banquet. FBLA and ACCLA students participate in various community activities which include budgeting, fund raising, and working alongside numerous individuals.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

PDLHS -follows the discipline plan set forth by the district. Student's with IEPs and BIP's have plans that are tailored to their specific needs.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Professional development is provided by our district and is based upon the teacher needs assessments that are completed each school year. As we receive information regarding in-service opportunities, we meet with teachers/staff members and based on their personal requests, student data, and discipline data to determine which opportunities will best help them.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

N/A

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

The approved budget does not reflect any amendments submitted for this project.

1	III.B.	Area of Focus: ESSA Subgroup: Students with Disabilities				\$250.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24

			0061 - Ponce De Leon High School	Title II		\$250.00
			<i>Notes: Provide professional development for teachers who have students with disabilities.</i>			
2	III.B.	Area of Focus: ESSA Subgroup: Hispanic				\$250.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
			0061 - Ponce De Leon High School	Title II		\$250.00
			<i>Notes: Provide professional development for teachers that will address how to teach students with different learning styles.</i>			
3	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System				\$0.00
4	III.B.	Area of Focus: Instructional Practice: Career & Technical Education				\$200.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
			0061 - Ponce De Leon High School	Title, I Part A		\$200.00
			<i>Notes: Provide opportunities for parents and students to learn more about CTE programs and what each one offers. Provide outreach to the community to initiate community involvement in our CTE programs and their related clubs.</i>			
					Total:	\$700.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

Yes